



Entrepreneurship Everywhere.....BUT WHERE IS THE DATA?

School District of Philadelphia student achievement data, teachers' interviews and questionnaire responses indicate that owning a business, being offered actual opportunity and accepting real responsibility for achieving it, and earning profits for hard, smart work motivates low-performing students to stay in school and improve academically.

"That's the big leap they make, starting to set long-term goals for themselves. They think, Yes, I can do this, I can become something bigger than I thought.

Teachers know the pleasure of seeing students who are involved in learning and excited about what they are doing. We have seen the twinkle in their eyes and the drive to succeed that is part of the outcome of so many entrepreneurship education activities.

Yet that is not enough! We still need to prove it to those that have not had these experiences. We need research to document the outcomes of adding entrepreneurship to the curriculum. Most entrepreneurship educators are so busy working with the students that they overlook the opportunities to compare their program results with those of students that do not have such experiences.

Scott Reznick of EnterprisePrep™ in New Jersey shared the results of the research he conducted, demonstrating the important outcomes (Continued on page 2)

Virtual Enterprise....Experience without Risk

Virtual Enterprise at Kingsborough Community College and Beyond: An Innovative and Intuitive Model for Entrepreneurship Education

Virtual Enterprise is a program of study that requires students to learn and apply concepts of entrepreneurship through a reality-based simulation of an actual business. Put simply, Virtual Enterprise students create and operate fake companies and trade virtual—and sometimes real—products and services in a closed economy of over 4,000 firms in forty countries.

In the same way that pilots are trained in a flight simulator, Virtual Enterprise (VE) students use a simulation in order to learn the necessary skills to be successful in the current information based economy. Tomorrow's entrepreneurs make decisions and take risks, seeing the impact on the enterprise as well as in the economy as a whole, an activity difficult to produce in a traditional classroom. The VE course of study allows for practical application of the concepts of business process, entrepreneurship, risk management and teamwork, potentially incorporating all of the Consortium for

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ENTREPRENEURSHIP EDUCATION WEEK

Florida Governor Jeb Bush met with Entrepreneurship Academy students from Buchholz High School, Gainesville FL, to share the success of their program and request his support for entrepreneurship education in Florida. As a result Governor Bush has issued a proclamation for Entrepreneurship Education Week in Florida, November 7 - 11, 2005, to be presented at the 23rd Annual Entrepreneurship Education FORUM in Orlando. **See page 5** for copies of the proclamation or go to the Press Room on the website of The Consortium for Entrepreneurship Education...

www.entre-ed.org





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Entrepreneurship
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is committed to
entrepreneurial
excellence.

Membership is open to all
who see entrepreneurship
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Benefits to
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- networking with
leaders nationwide
- conducting professional
development forums and
workshops
- developing and sharing
new materials
- identifying young
entrepreneurs as
role models, and
- providing centralized
information access to
educators

For more information about
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tact . . .

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Entrepreneurship Everywhere...But Where Is the Data? (Continued from page 1)

of one program. EnterprisePrep™ was evaluated over two years in seven of the School Districts of Philadelphia's (SDP) lowest-performing comprehensive neighborhood high schools. Six of the schools were classified "persistently dangerous." The curriculum was taught in academic, vocational, special education, and alternative classes.

The 191 students enrolled in year one and 213 enrolled in the second year were two-thirds, male; 14 to 19 years old; 99%, Black or Hispanic and living in poverty; 22%, special education students, twice the SDP percentage; 57%, "at-risk of dropping out"; 71%, "unlikely to pursue post-secondary education." EnterprisePrep™ students' performance was compared with that of the other students in their schools who did not experience business ownership.

Attendance improved. EnterprisePrep™ students' attendance was 8% higher than their peers in the first year and 7% higher in the second year.

- Attendance was excellent. EnterprisePrep™ definitely improved attendance.
- Students often would say, "I'm in school today for our sale." It was a motivator.
- Students told me, "Yeah, I would love to take this class again next year."

Passing rates in English were 7.2% and 5.9% higher; 1.4% and 7.6% higher in math.

- They understand that they've learned all these skills they can put down on their resume... things my students would never have had the opportunity to do.
- We have a long waiting list to get into my class. Teachers are always saying how much better my students are. They sit and listen and pay attention.

NONE DROPPED OUT. Their schools' average annual drop-out rate was 10.9%.

- Students enjoy the real world experience. They are enthusiastic. They stop me in the hallway and say, "You know, you inspired me."
- Before we did this, they thought they were going to have to be employees. Now, they see they can learn to be owners and managers if they want to do it.

Students worked well in teams and taught one another.

- Students not otherwise considered leaders often emerged as business and team managers.
- Students developed teamwork and independence as well as creativity.
- Students who don't think of themselves as leaders were voted into management.

Teachers saw "a lot" of improvement in students' decision-making, problem-solving, communication, and selling skills.

- They made the decisions: what to sell, when and how to sell it, the price. I taught them the various jobs, coordinated the schedule, circulated, coached.
- Students see the point to the math now. They know how to apply it. It stuck with them much more because they were doing it for a reason.
- They turned out to be much better writers. They understand you have to communicate effectively; you have to convey an idea. It's really helped them do that.

EnterprisePrep™ can be a foundation for community entrepreneurship.

- All my special education students graduated. One of them started selling T-shirts. He made enough money to open a laundromat. Now, he owns two laundromats.
- Three students have already gone into business. They saw what we were doing. They want to own things in their neighborhood.
- Of all my students, none had come in and said, 'I want to own a business.' By the end, a third of them had an idea for a business they wanted to start.

For additional information contact: Scott Reznick, EnterprisePrep™ 800-853-5010
scott@enterpriseprep.net. Check out additional research data at www.entre-ed.org

RESEARCH RESULTS NEEDED - The Consortium for Entrepreneurship Education is seeking other reports on the outcomes of ENTREPRENEURSHIP EDUCATION, in summaries of both program evaluation and more in-depth research conducted in relation to entrepreneurship education programs. We plan to start a new section on our website to share these reports. PLEASE TAKE THE TIME TO ADD TO THIS DATABASE ON ENTREPRENEURSHIP EDUCATION.

VIRTUAL ENTERPRISE....EXPERIENCE WITHOUT RISK - cont from Page 1

Entrepreneurship Education's National Standards. The applications for this program go beyond the business fields; successful VE programs have been established in technology, engineering and the sciences as well as in targeted interventions in programs for English as a Second Language, GED, and at-risk students.

VE introduces and operationalizes methods and procedures for students to learn about and to deal with the new global economy, e-commerce, entrepreneurship, leadership, ethics, and other facets of this economy. Unlike traditional business courses, VE uses technology-driven interdisciplinary learning that, at its best, helps students become accomplished in the following six ways:

1. **Workplace know how**—Grasping the many ways business leaders, decision-makers, employees, workgroups, teams, departments, and matrix organizations work together.
2. **Technology know how**—Becoming skilled in the use of software resources and the Internet as essential tools to help people gather, organize, and share information.
3. **Entrepreneurial and Intrapreneurial know how**—Gaining skills and knowledge in ways of institutionalizing and living innovation.
4. **Communications know how**—Mastering the methods of gathering, sharing, organizing, and communicating information to meet organizational goals.
5. **Psychosocial goals**—Developing leadership, teamwork, presentation, communication, and interpersonal skills.
6. **Academic skills and competencies**—facilitating improved writing, mathematics, research and critical thinking.



A very successful Market Day

The technology backbone to this program is the MarketMaker. The MarketMaker is an extension to the economy of the VE world. It is a financial services center that includes a bank, a credit card system, a stockmarket and an e-commerce portal/inventory management system.

The bank is no different from any commercial electronic banking website. During the course of the semester students and corporations can visit the Virtual Stores online to make purchases. Kingsborough also sponsors a trading day during which corporations from around the University, and even from other countries, come together face-to-face. This allows students to practice their interpersonal and salesmanship skills and stimulates the virtual economy.

Practice firms or educational enterprises date back to at least the 17th century. The modern VE has its roots in Germany, Austria and Denmark with the birth of the modern information economy and technology based applications some twenty-five years ago. In 1996, The New York City Board of Education (NYCBE) and CUNY explored bringing the VE concept to New York during site visits and an exploration of the European model. CUNY, along with two other American and eight European institutions partnered in a FIPSE grant to develop the requisite partnerships and infrastructure to bring the VE concept to America. NYCBE established its first VEs in 1996 and representing CUNY, Kingsborough Community College (KCC) established the first University-based firms in 1997. Today, NYCBE has VEs in fifty-two high schools serving about 2,000 students each academic year. With twelve college based VEs at KCC, and another forty throughout the university, about 4,000 students are served per academic year.

Based on the success of Virtual Enterprise at Kingsborough, in 2002 the trustees of the City University of New York voted to form a University Institute for Virtual Enterprise. The Institute for Virtual Enterprise (IVE) at CUNY provides the strategic umbrella for a higher education virtual enterprise network in the US and brings VE to the 19 campuses and over 400,000 students of the University, from community college through graduate school.



Corporations in the classroom.

The IVE is actively seeking new partners and the program is currently being made available at no cost. For more information on how to get involved, contact IVE Fellow Jonathan Deutsch at jdeutsch@kingsborough.edu or 718-368-5809.



BONUS ACTIVITY

WHAT IS A JOB?

When the pioneers came to this country in our early days they knew that “A job is work that needs to be done...that someone will pay you to do.” They brought individual skills and expertise that they used to make and sell products or services to the other pioneers. Often they would barter with others, thus exchanging what each could provide. There were no big companies that could hire you. Most people did some type of farming to provide their own self-sufficiency.

Over the past 200+ years we have developed an economic system that enables you to create your own business or work for someone else. These are your two options for self-sufficiency. They both provide risks. In the case of working for a business owner you hope they will be happy with your work and need you to continue working in a successful business operation. The key to keeping your job is the status of the business and its ability to keep paying you to do the work. Those working for buggy whip companies have long since become unemployed. It is the wise worker who keeps aware of the future opportunities for change, growth or demise of their industry.

There is also risk in the other option...creating your own business. The U S Small Business Administration reports that there were approximately 24.7 million businesses in the United States in 2004. The IRS says there were 29.3 nonfarm business tax returns. Census data tells us there were 5.7 million firms with employees and 17.6 million without employees in 2002 (and 18.6 million without employees in 2003). Small firms with fewer than 500 employees represent 99.9 percent of the 24.7 million businesses. When looking at risk it is also important to know that businesses with employees showed the following Starts and Closures:

Category	2000	2001	2002	2003	2004
New Firms	574,300	585,140	569,750	553,500	580,900
Firm Closures	542,831	553,291	586,890	572,300	576,200
Bankruptcies	35,472	40,099	38,540	35,037	34,317

DISCUSSION QUESTIONS: When thinking about your career plans, what does all of this information say to you?

1. According to the SBA, what percent of the US adult population owns a business?
2. Look at the Chart provided by SBA. How does the number of new firms compare to adult US population for the given years?
3. What is the comparison between those firms with and those without employees? What kinds of businesses would be counted as those without employees?
4. What percent of total businesses with employees declared bankruptcy? What other situations might have lead to the firm closures?
5. How does your state compare with the national growth figures for small business. Research the data and discuss the importance of creating new small businesses in your area.
6. How does having special expertise contribute to your opportunities to create your own job?
7. Would you feel safer about the future if you decided to work for someone else, or decided to create your own business? Explain why you feel that way.
8. What is the difference between depending on an employer as the source of your income and depending on a customer as the source of your income?
9. How would depending on the government as the source of your income affect your career decisions?

Note: Data available from SBA Office of Advocacy, www.sba.gov/advo/. Also additional research data can be found at www.sba.gov/advo/research/data.html. State economic profiles (1998 – present) are available at www.sba.gov/advo/research/profiles. There is also access to the Small Business Advocate monthly newsletter at www.sba.gov/advo/newsletter.html.

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JEB BUSH
GOVERNOR OF THE STATE OF FLORIDA

Entrepreneurship Education Week

WHEREAS, entrepreneurship is the primary source of invention, innovation and job creation in Florida and the nation; and

WHEREAS, Florida's entrepreneurial community is a vital source of our state's success, contributing to the well being of our citizens today and laying the foundation for tomorrow's prosperity; and

WHEREAS, fostering entrepreneurship in Florida's key industry sectors – life sciences, information technology, aviation/aerospace, homeland security/defense, financial/professional services, tourism, and manufacturing - has a positive impact on Florida's prosperity and quality of life; and

WHEREAS, the spirit of entrepreneurship must be nurtured among youth and adults through in-depth knowledge and skills developed through quality education; and

WHEREAS, it is in the best interest of Florida's students, teachers, and administrators to value the opportunities to create entrepreneurship education programs as a lifelong learning process; and

WHEREAS, educators from all over the United States and the world are assembling in Florida for the 23rd Annual Entrepreneurship Education FORUM to celebrate the innovative programs already underway to encourage tomorrow's entrepreneurs;

NOW, THEREFORE, I, Jeb Bush, Governor of the State of Florida, do hereby extend greetings and best wishes to all observing Entrepreneurship Education Week, November 7-11, 2005.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Florida to be affixed at Tallahassee, the Capital, this 26th day of September in the year of our Lord two thousand five.


GOVERNOR

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Consortium for
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PROFESSIONAL DEVELOPMENT & Resources

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ARE YOU TEACHING 21ST CENTURY SKILLS???

The Consortium for Entrepreneurship Education is pleased to announce that the Partnership for 21st Century Skills recently highlighted entrepreneurship education as an important element of its 21st century education model.

In its flagship report, ***Learning for the 21st Century***, the Partnership outlines the skill set that students need to succeed as citizens and workers in today's knowledge-based, global economy. One key element of this model is **21st century content**. Recognizing the importance of entrepreneurship education, the Partnership for 21st Century Skills recently added entrepreneurial skills as essential content knowledge for students' success in the 21st century as follows:

- Global awareness
- Financial, economic and business literacy, and **developing entrepreneurial skills to enhance workplace productivity and career options**
- Civic literacy

This information and more can also be found at <www.21stcenturyskills.org> under Publications/P21 Snapshot/21st Century Content. Also the Consortium Website is listed as a contact under Tools/Resource links.

See further details at our website in the Press Room

Put These Conferences on Your Calendar

- * **The Changing Entrepreneurial Landscape:**
20th Annual Conference of USASBE and 30th Annual Conference of SBI
Tucson, Arizona - January 12 - 15, 2006
- * **Marketplace for Entrepreneurs 2006**
January 17 - 18, 2006 in Fargo, ND
www.MarketplaceOfIdeas.org
- * **Young Entrepreneur Conference**
March 29 - 31, 2006 Milwaukee, WI
Apply Now for Youth Venture grants
Deadline December 1, 2005
Call 414-302-9922 or visit www.theEplace.org
- * **Microenterprise Development:
FROM DREAMS TO REALITY**
Association for Enterprise Opportunity
Atlanta, GA May 16 - 19, 2006
- * **24th Annual Entrepreneurship Education FORUM**
Watch for information about the conference in
Phoenix, Arizona November, 2006

Check for details on our website at
www.entre-ed.org